DOCUMENT RESUME

ED 331 621 PS 019 483

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TITLE Children in India and Sweden. Center for Multicultural Studies Report No. 23. Reprints and Miniprints No. 708.
INSTITUTION Lund Univ. (Sweden). Malmo School of Education.
REPORT NO ISSN-1100-3391
PUB DATE Oct 90
NOTE 28p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Community Development; Cultural Awareness; Developed Nations; Developing Nations; Educational Research; Elementary Education; Foreign Countries; Individual Development; *International Cooperation; *International Programs; Nonformal Education; Preschool Education; *Teacher Education; *Teacher Exchange Programs
IDENTIFIERS *India (Orissa); *Sweden (Malmo)

ABSTRACT

"Children in India and Sweden" is the name of an interactive exchange project between the University of Lund and several partners in Orissa, India. It is based on a philosophy of mutual learning and cooperation between developed and developing countries. Its aims include improved teacher training and support of educational research in both countries. Ten principles of the project are discussed. Also discussed are programs involved in the project. These include: (1) Visiting India; (2) Visiting Sweden; (3) the School Practice Program; (4) Sister School; (5) the Preschool Development Center; (6) the Teacher Training Center; (7) the Study Circle; (8) the Seminar Program; (9) the Information Program; (10) the Sponsor Program; (11) the Program for Organization Cooperation; and (12) the Research Program. A reference list is provided. The original project proposal is reprinted in an appendix, and an addendum reviews the research and development of the project. (BC)

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CHILDREN IN INDIA AND SWEDEN

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October 1990

CMS REPORT NO. 23
CENTER FOR MULTICULTURAL STUDIES

CHILDREN IN INDIA AND SWEDEN

A two-way communication internationalization and development project

Lars Henric Ekstrand

Ekstrand, L. H. Children in India and Sweden. Reprints and Miniprints (School of Education, Malmö - University of Lund, Sweden), No. 708, 1990

The project "Children in India and Sweden" is an interactive exchange and cooperation project. It is conducted between the Malmö School of Education (the University of Lund) and several partners in Orissa, India: Utkal University (Psychology Dept.), Bhubaneswar, and a number of such as PRRIDE, Bhubaneswar, and SODA, Baripada. The project was launched in March, 1988. It has one development component and one research component. It may be said to be the applied continuation of comparative research that has been carried out between 1980 and 1990 by the author, by Mrs. Gudrun Ekstrand, Ph. D., and by prof. Radhanath Rath. The project is operating according to the following 12 programs:

1. The Visiting India Program
2. The Visiting Sweden Program
3. The School Practice Program
4. The Sister School Program
5. The Preschool Development
6. NFE Teacher Training
7. The Study Circle Program
8. The Seminar Program
9. The Information Program
10. The Child Sponsor Program
11. Organization Cooperation
12. The Research & Dev.Program

Keywords: Child development, community development, developed nations, developing nations, development, human resources, India, international programs, internationalization, modernization, non-formal education, quality of life, social development, teacher training, student exchange, Sweden.

CHILDREN IN INDIA AND SWEDEN

Information about a two-way communication internationalization and development project

Lars H. Ekstrand, Ph. D., Professor

A. GOALS AND PHILOSOPHY

1. Background

The project "Children in India and Sweden" is an interactive exchange and cooperation project. It is conducted between the Malmö School of Education (the University of Lund) and several partners in Orissa, India: Utkal University (Psychology Dept.), Bhubaneswar; certain NGOs, primarily PRRIDE, Bhubaneswar, and SODA, Baripada. A full list of cooperating and sponsoring bodies will be found later in this report.

The project was launched in March, 1988. Professor Radhanath Rath and the author drafted and signed a plan for an exchange project between Sweden and Orissa (Appendix 1). It has one development component and one research component. It may be said to be the applied continuation of research that was carried out by Mrs. Gudrun Ekstrand, Ph. D., the author, and prof. Radhanath Rath between 1980 and 1990. A number of reports have been published, see List of References.

2. The philosophy

Most development organizations have an image of superiority: they represent the most advanced knowledge and know-how, and they represent money and a superior style of life. This impression is borne out by several recent evaluation studies (Forss et al.,1988; Gunnarsson, 1988).

The following criticisms were voiced from the native populations in various African countries and in India: (1) that the development workers had much higher wages and lived on a much higher standard than the natives, causing strained relations; (2) they are ignorant of the countries where they work; (3) they have poor language skills; (4) they have lower academic training than the staff for whom they are superiors; (5) they do not mix with the beneficiaries; (6) they go back home without having transmitted their knowledge to the local population.

At favorable variance with this is the present orientation of the SIDA Social Forestry Programmes in India, and especially the work of the Lutheran World Service. I had the opportunity to study some LWS projects in Orissa and West Bengal (Ekstrand, 1989). I found that the LWS enjoyed much more respect, trust and credibility among people in general, especially the poor, than did governmental or foreign aid programs.

Some of the reasons for this may be found in certain goals and principles for development work that the LWS has formulated (Ries, 1977). These will be discussed later.

Our own research in India has convinced us that the western world has a lot to learn from developing countries. The great and powerful social networks, the cultural values and informal moral, the intergeneration contacts, the family structure and coherence, the ability to cooperate even among strong political or religious adversaries, the prevalence of spiritual and emotional attitudes over materialistic, attitudes towards children and much more are features to be studied and learnt from in our materialistic and socially degraded societies.

All this has led us to the conclusion that cooperation between so-called developed and developing countries (a distinction entirely based on materialistic and technological criteria) must be based on equality: (1) both sides have much to learn from each other; (2) cooperation must be based on mutual respect and exchange, on two-way communication.

3. Aims for the project "Children in India and Sweden"

On the basis of the equality concept and the two principles derived from it, over-riding and more practical goals for the project have been formulated.

I. Overriding Aims

1. Solidarity between India and Sweden
2. Two-way communication through mutual exchange of knowledge and traditions
3. Getting to know, respect, and learn from the other culture
4. A global teacher training
5. Finding social and ecological alternatives to materialism
6. Peace through cultural exchange and mutual understanding

II. Practical Aims

1. Improved teacher training in both countries with regard to primary school and preschool education; non-formal education; internationalization; and knowledge about the other country.
2. Improved teaching techniques in both countries in preschool, primary school and nonformal education.
3. Staff and student exchange for mutual contacts in each country:
   a) Study visits to schools, teacher training, universities, etc.
   b) Seminars
   c) Lectures
   d) Individual contacts

4. Sister schools, ASPRO schools

5. Development work in Education and Adjacent Areas. Experimental preschool and primary school programmes. Training of Non-Formal Education Teachers.

7. Students having part of their training or school practice in the other country

9. Staff exchange between Lund University and Indian Universities; cooperation with local organizations

10. Research and Development exchange between Lund University, and universities and colleges in India. Among other things:
    a) Analysis of prerequisites
    b) Developing the teaching and learning processes
    c) Evaluation

4. Principles for the project work

Ten principles for development work have been derived from various sources, such as the LWS principles and others, and have been given short names. They constitute the principles for the development work of "Children in India and Sweden".

1. Total Human Development
2. Help to the Poorest
3. Seeing to the Needs of the People
4. Ecology in Education and Development
5. Working in Cooperation
6. Self Reliance
7. Economic Awareness
8. Primarily Introducing Methods and Equipment that the Natives themselves can Operate and Maintain
9. Total Community Development
10. Work must build on the Culture and Traditions of the Native Populations

"Total Human Development" means that the beneficiaries should be helped to develop as many qualities, skills and talents as possible, not just one or two. Qualities may be Self Confidence, Sense of Justice, Power of Initiative, etc. Skills may be Reading, Writing, Arithmetics, Agriculture, Horticulture, Handicraft, etc. Talents may be Cognitive and Estetic Ability, but also Awareness of Health, Legal Rights, Economy, etc.

Principles Nos. 2, 3 and 4 are self-explanatory. "Self Reliance" is extremely important, meaning that the beneficiaries will be able to continue the work that has been initiated, will have confidence in themselves, and will be able to invent and implement further development on their own.

Total Community Development means that development work must be aimed at all the facets of community life, in order to make the Total Human Development feasible. Total Community Development (TOTCOMDEV) differs from what is known as "Integrated Rural Development" (INTRURDEV) in several respects. Firstly, INTRURDEV usually means starting up all development

aspects more or less simultaneously, i.e. water, agriculture, health, irrigation, etc. In contrast, TOTCOMDEV means beginning with one or two aspects, and then gradually including others. There is a fairly natural sequencing. Secondly, TOTCOMDEV is equally applicable in urban and rural areas, although the selection of aspects may differ.

Some of the more important facets of Community Development are listed in Figure 1. The "natural sequencing" may start with No. 1, Drinking Water, and continue with Health, Education, etc. Of course, the order may differ, and groups of aspects may be entered simultaneously. This cannot be completely depicted in the Figure.

Figure 1. A model for Total Community Development adapted from (Ekstrand, 1989).

16. TELE-COMMU-NICATIONS
15. LEGAL AWARENESS
17. ENERGY
14. FISHERY
1. DRINKING WATER
13. FORESTRY
2. HEALTH
12. SANITATION
3. IRRIGATION
11. HOUSING
4. EDUCATION
10. DRUG & ALCOHOL PREVENTION
5. AGRICULTURE
9. ECONOMIC AWARENESS
6. HORTICULTURE
7. INCOME GENERATION
8. ENVIRONMENT AND ECOLOGY

In the ideal situation, the most important thing is to start with drinking water, i.e. drilling one or more tube wells. This can be done with local techniques. Drinking water will simplify work and promote health. Education in the shape of Non-Formal Education must come early, because it is a means of promoting, discussing and confirming new ideas and techniques. In the rural environment, irrigation, agriculture and horticulture come early, parallel with education.

In the urban environment, irrigation etc. does not occur. Instead, income generation becomes the most important issue, which in the rural setting is a side issue. By and by, the other facets are entered, so that eventually most of them have been implemented and work in such a way that the beneficiaries can handle and maintain them on their own. With facets 8-17, there is no obvious sequencing. They may be entered according to local requirements.

In an educational project, such as "Children in India and Sweden", most facets cannot be directly approached. However, education is important in promoting most of them. Therefore, the project tries to link the activities to other activities, already being conducted by various NGOs.

B. ORGANIZATION

The project is organized in three different bodies of staff:

1. The Executive Committee:

a) Lars H. Ekstrand, President. During 1991 and 1992: Swedforest, Bhubaneswar
b) Gudrun Ekstrand, Vice President Project leader 1991-1992.
c) Professor Radhanath Rath, Santa Sahi, Cuttack
d) Ass. Prof. Srikanta Dash, Utkal University, Bhubaneswar
e) Mr. Göte Rudvall, School of Education, Malmö
f) Mr. Shanti Behera, SODA, Baripada, Orissa
g) Mrs. Carin Linderoth, School of Education, Malmö
h) Mrs. Marianne Lindborg, School of Education, Malmö
i) Mrs. Berit Östling, School of Education, Malmö
j) Mr. Björn Larsson, Malmö
k) Miss Kristin Johnsen (student), School of Education, Malmö

2. The Reference Group:

Around 40 interested persons.

3. The School Group:

Around 12 interested teachers.

C. ACTIVITIES

The project has now been operating two and a half years (September 1990). During this time, and due to the previous research work with experiences and contacts, much has been established in a short time. The project is operating according to 12 different programs, viz.:

1. The Visiting India Program
2. The Visiting Sweden Program
3. The School Practice Program
4. The Sister School Program
5. The Preschool Development
6. NFE Teacher Training
7. The Study Circle Program
8. The Seminar Program
9. The Information Program
10. The Child Sponsor Program
11. Organization Cooperation
12. The Research Program

The activities will be described one by one.

1. THE VISITING INDIA TRAVEL PROGRAM

This program ("the Travel Program" for short) aims at letting teacher trainers, scholars, teacher trainees and teachers visit India in order to get to know the society, culture, living conditions and education.

So far, two study visits have been conducted, and a third visit is under preparation.

The participants have lived in simple guest houses and made use of local means of transportation, such as busses, cycle rickshaws and auto scooters. This is to fulfill one of the most important goals for the study group journey, viz. to let the participants come as close as possible to the conditions of the ordinary and poor people.

Another goal is to give the participants first-hand knowledge of life in a developing country, and to provide opportunities for forming personal contacts. All this is hoped to improve teaching and teacher training with respect to the conditions of developing countries.

During December 26 - January 13, 1988/1989, a group of 9 persons visited Orissa during three weeks. The group consisted of 9 scholars, lecturers, school advicers, and teacher trainees. The group was stationed in Cuttack. They visited teacher training, schools, slum areas, NGOs and other institutions, and travelled to scheduled caste and tribal villages in Orissa. A visit was paid to the Ultadanga slum project in Calcutta, conducted by the Lutheran World Service.

During December 23 - January 16, 1989/1990, another group of 12 persons made a similar visit to Orissa. The group again consisted of scholars, lecturers, teacher trainees and a school advicer. The village tours were considerably extended in comparison to last year's travel.

The third visit will take place between December 19, 1990, and January 17, 1991. thus, it is extended in time, and will allow the participants a free week for travel and study at the end of the journey.

The journeys have been prepared through a number of seminars, and through various kinds of written information.

The visits have resulted in contacts between schools in Sweden and Orissa, a first-hand knowledge of Orissa among the group members, and an increased interest in India in the School of Education. The travels have been documented in articles by lecturers and students in Forum, the journal of the Malmö Shool of Education, and in The Enthusiast, the journal of the student union.

2. THE VISITING SWEDEN PROGRAM

This program aims at giving an opportunity to Indian partners to get to know the Swedish society, culture, living conditions and education.

The Visiting Sweden Program has been made possible through grants from the SIDA Information Program. An grant application for a third year has been submitted to SIDA.

During the period April 22 - May 17, 1989, a delegation of 4 persons from Orissa visited the Malmö School of Education. Participants were Dr. A. S. Dash of Utkal University, Miss Sashi Bindhani from SODA (see Program 6), Miss Ahalya Hejmadi, psychology student and trained Orissan Temple Dancer, and Mr. Rabi Dash, medical student.

During the period April 25 - May 8, 1990, again a group of 4 persons visited Malmö. Participants were prof. Radhanath Rath, retired from Utkal University, Mrs. Sangeeta Rath, preschool supervisor, Miss Sasmita Trepathi, psychology student, and Miss Bulli Behera of SODA, Baripada.

The program at both occasions consisted of visits to comprehensive schools and secondary schools, schools for the mentally retarded, preschools, old people's homes, hospitals and to other institutions. At both occasions, traditional holidays occurred, and the group participated in the celebrations. Group members were staying in families. The groups were given receptions by representatives for the City Council of Malmö. The 1990 group also had an opportunity to meet the Swedish Prime Minister, Mr. Ingvar Carlsson.

The groups gave minilessons at the schools they visited, were involved in classes for the teacher trainees and gave seminars at the School of Education. Miss Hejmadi also gave dancing lessons at the College of Dramatic Arts.

The Visiting Sweden Program has been made possible through grants from the SIDA Information Program.

3. THE SCHOOL PRACTICE PROGRAM

The two-way exchange program, described above, has been further developed to comprise Swedish teacher trainees having part of their school practice in Orissa. For several practical reasons, such as language, availability of funds, etc., it has not been possible to reverse the program so far.

On the initiative of the project "Children in India and Sweden", the decision was taken in April and May, 1990, by the boards of three of the options of the School of Education, to let a few students exchange some of their Swedish school practice for practice in developing countries.

The options are: Preschool Teacher Training; Vocational Teacher Training; and Free Time Pedagogue Training.

Two preschool teacher trainees are being sent out for 6 weeks of practice in November/December 1990; 4 comprehensive school teacher trainees for 4 weeks during the same period; and 2 free time pedagoguge trainees for 6 weeks in March/April 1991. In addition, two vocational teacher trainees, one electrician and one machine engineer, will spend 3 months training instructors for Non-Formal Education as a research assignment as part of their studies. They will plan, implement and evaluate the courses.

This program has been made possible through financial sup-

port from the Minor Field Studies Program (MFS) of the Swedish International Development Agency (SIDA).

4. THE SISTER SCHOOL PROGRAM

In connection with the 1989 and 1990 study visits from India, a number of schools in the cities of Malmö and Eslöv were visited. Examples of schools in Malmö are Blankebäcksskolan, Borgarskolan, Bulltoftaskolan, Videdalsskolan and Örtagårdsskolan. In addition, several schools for the mentally retarded, such as Örtagården's and Mellanheden's training schools were visited. Also, a number of preschools were visited.

Examples of schools that have been visited in India are: (a) the Banabasi Seva Samiti Ashram in Baliguda with Orphanage, and Primary and Vocational schools, as well as schools for the Blind and the Deaf; (b) Society for Development Action (SODA) in Baripada with village schools in Khairbani, Bathadi and Jihlidan, and the Kuliana Girl School; (c) the Board School in Cuttack; (d) the Sri Aurobindo Integral School in Cuttack; (e) the Telugu Kalinga School and (f) the UGME Gamhadya School in Cuttack; (g) the Medical College Nursery, Preschool and Primary School in Cuttack; (h) The Sisu Bahwan Rama Demi School for Mentally Retarded and Spastic Children, and Integrated School for Deaf and Hearing Children in Cuttack. Also other schools in Cuttack and Bhubaneswar have been visited.

The project has tried to establish a continuous exchange between some of these schools. The groups that have visited Orissa and Malmö have carried drawings, letters and snaps between certain school classes. So far, however, it has been difficult to make the Sister School Programme become self-running. This, of course, is the goal. The project should initiate contacts and act as a catalyst, but not execute the communication.

A possible solution may be to establish sister school groups of selected teachers, e. g. such Swedish teachers who have participated in the study visits to Orissa.

5. THE PRESCHOOL DEVELOPMENT CENTER

The project has been working towards a Preschool Development Center for some time, in cooperation with PRRIDE (Professor Radhanath Rath Institute for Development and Education). This is a fairly new NGO. It is now being planned to extend the cooperation around the Preschool Center with an old, established NGO, viz. United Artists Association in Ganjam.

When fully developed, the Preschool Center is planned to consist of the following components:

1. A Model Preschool for developing and demonstrating methods and materials, in combination with an exhibition
2. Preschools in villages, if possible cooperating
3. A Training Center for preschool teachers.

4. NFE Centers for parents
5. A mobile Audio-Visual Unit for information in villages, consisting of a portable power generator, a loudspeaker unit, audio and video cassette players, a 16 mm. film projector, etc.
6. A Research & Development Cell

Training of children and Non-Formal Education for parents will aim at a sound child development, including ecological components from the very start. The research will aim at several areas: (a) describing and revealing cultural patterns, even hidden ones, as a basis for developing materials and methods; (b) adapting principles for child development and research on child development found in the international literature to the societal and cultural conditions of Orissa; (c) finding ways of adapting existing toys and materials to cheap and locally available materials; (d) comparing different strategies so as to find optimal solutions.

So far, the Preschool Center has been given financial support from two sources. UNESCO in Paris has granted 5,000 USd for the Mobile AV Unit. The Malmö-Limhamn ZONTA club in Malmö has donated salary for one preschool teacher for one year (ZONTA is an international Women's Organization).

In addition, discussions with another ZONTA club are being conducted, and financial support will be sought also from other sources, such a SIDA.

6. THE NFE TEACHER TRAINING CENTER

In cooperation with Society for Development Action (SODA) in Baripada in northern Orissa, the project is planning a training center with boarding facilities for Non-Formal Education teachers. Such teachers typically have no teacher training. In many cases, however, teaching techniques may be improved by simple and non-costly means.

Training will be given in the shape of short 2-4 week courses. Because participants often have to walk long distances to reach the center, boarding facilities must be available. The courses will be escalated so that trainees can take more advanced courses every or every second year. Training will include teaching techniques of reading, writing and arithmetics, as well as components of health, hygiene and ecology.

Land for the center is available. Blueprints and cost estimates for a building have been produced, as well as estimates for the running costs. The plans have been submitted to UNESCO, and further submitted for extra-budgetary funding. An application for funding will be submitted to SIDA (the Swedish International Development Agency).

Cooperation with the Swedish adult organization Vuxenskolan has been established since a couple of years, and will hopefully be extended to this training center.

Also this development project will have to comprise a research component.

7. THE STUDY CIRCLE PROGRAM

The academic year 1988/89 a study circle on Indian society, culture and religion was conducted in cooperation with the adult education association "Vuxenskolan". Dr. A. S. Dash, Miss Ahalya Hejmadi, Miss Sashi Bindhani, and Mr. Rabi Das participated as experts in some of the sessions.

In the fall of 1990 another study circle was conducted as preparation for the practice teachers going to India and for the participants in the third group journey 1990/91. For the academic year 1990/91 a seminar series on the didactics of teaching on developing countries was planned. This will have to be postponed because the project leader is taking up a position as Project Coordinator of the SIDA Social Forestry Program in Orissa for 2-3 years.

8. THE SEMINAR PROGRAM

During the years the project has been in operation, a considerable number of seminars related to India have been arranged. The tradition started well before the project, in 1982, when prof. Radhanath Rath and Mrs. Nirlipta Patnaik visited Malmö. They gave seminars in Malmö and Lund. A few years later, Dr. Sushila Singhal of the Jawaharlal Nerhu University in Delhi gave a seminar on Indian Education.

The academic years 1988/89 and 1989/90 several seminars were arranged by the project, at the Department of Educational Research and Special Education.

On February 14, 1989, Gudrun & L. H. Ekstrand held a seminar "Assignment India", reporting on the project's development work and on the group journey to India 1988/89. On May 9, 1989, Dr. A. S. Dash, Reader at Utkal University, Bhubaneswar, Orissa, spoke on "Education and Early Childhood Development in India".

On the UN Day on the 24th of October, 1989, the first of the seminars of the academic year 1989/90 was held. Dr. Majeed Khan from Bangladesh spoke about "Education and Culture". On April 26, 1990, the second seminar was conducted. Prof. Radhanath Rath from Utkal University spoke about "Indian Educational Research in an International Perspective". On October 4, 1990, L. H. Ekstrand gave a talk on "Can pedagogy make the forest grow?", relating to his new assignment as Project Coordinator of the SIDA Social Forestry Programme in Orissa.

THE INFORMATION PROGRAM

The Information Program consists of (a) Indian Evenings and similar events; (b) lectures; (c) publications; (d) interviews, articles and other coverage in the daily press and in journals; (e) broadcast- and TV-coverage; (f) other activities.

Indian evenings

Indian Evenings were held in April, 1987, and on April 28, 1988. Gudrun and L. H. Ekstrand talked about India, and Mrs. Bobo Eklund made puja. Indian food was served.

On March 9, 1989, and March 22, 1990, Indian Evenings were held with the participants in the group journeys showing slides and videos from their Indian travels. They also set up exhibitions of saris, clothes, objects of arts, paintings, books and other objects. Indian food was served at all occasions..

Again, Mrs. Bobo Eklund held pujas at both occasions.

On May 11, 1989, an International Evening was arranged at the Restaurant of the Malmö School of Education. Miss Ahalya Hejmadi, trained Orissan Temple Dancer, gave a much-appreciated dance performance. Gypsy songs were presented, and the evening was concluded with Indian food.

On May 12, 1989, Miss Hejmadi again performed, now at the City Library in Lund. Poems by Rabindranath Tagore were read. Naturally, Indian food concluded the evening.

Lectures

a) On September 21, 1988, L. H. Ekstrand gave a lecture on "Educational Problems in Developing Countries with special Reference to India" to all methodology lecturers, classroom supervisors and high school teacher trainees.

b) On October 17, 1988, prof. Rodney Åsberg from the School of Education in Mölndal gave a lecture on "A new Teacher Training - a Global Perspective". He has started around 30 schools in Pakistan, and is conducting groups of teacher trainees for periods of training in Pakistan.

On this occasion, the EDA - the Education and Development Association was formed.

c) On March 15, 1989, Mrs. Helena Nyberg-Hodge gave a lecture on her well-known work with the restoration of the famous Ladakh people in northern India.

d) On October 23, 1989, Dr. Majeed Khan gave a lecture on "Developing Human Resources in the Third World".

e) On April 6, 1990, G. and L. H. Ekstrand gave a lecture on the "Children in India" project.

f) In April 1990, L. H. Ekstrand gave information about the project at the Malmö-Limhamn ZONTA Club.

g) On October 4, 1990, G. and L. H. Ekstrand gave information about the project at the Trelleborg ZONTA Club.

Press coverage

On May 11, 1989 Arbetet, and on May 12, 1989, Sydsvenska

Dagbladet run articles about Miss Ahalya Hejmadi's Orissan Temple Dance performances.

LUM No. 7, 1989 (The Lund University Journal) published an article with interviews with Dr. A. S. Dash and L. H. Ekstrand.

On May 5, 1990, Sydsvenska Dagbladet run a whole-page article on Gudrun Ekstrand7s doctoral thesis "Children of Culture". In the same issue, they run an article on the Children in India Project.

Whole-page articles about "Children of Culture" have also been featured in Expressen and Arbetet in September, 1990, in Norrländska Socialdemokraten and in other news-papers. On August 4, 1990, Radio Sweden made an interview with Gudrun Ekstrand in the program series "The Lappish Radio" about her comparative studies of child rearing in Orissa, Sweden and among reindeer-herding Lapps and the religious sect known as the Laestadians.

On May 10, 1990 Arbetet run an article about the Indian study visit.

Publications

1. "Children of Culture". A summary in English of Gudrun Ekstrand's doctoral thesis.
2. "Information about the "Children in India Project" by L. H. Ekstrand.
3. "Internationalization in teacher training" by L. H. Ekstrand

10. THE SPONSOR PROGRAM

The sponsor program started in 1985 with G. Ekstrand supporting 2 Indian brothers who are poor but gifted. In connection with the visit to the Banabasi Seva Samiti Ashram 1989/90 contracts of regular support to 11 destitute children were signed. In connection with the group journey 1990/91, another dozen or so contracts will be signed.

So far, the following children are being sponosored:

Saroj Swain, 10, boy, Cuttack	Gudrun Ekstrand, Malmö
Manoj Swain 10, boy, Cuttack	" " Malmö
Kanchan Sabar, 13,5, girl	Kristin Johnsen, Malmö
Rajkumari Kanhar, 10, orphan boy	" " Malmö
Nilima Malik, 10, girl	Anders Ståhl, Eslöv
Lilabati Sabar, 5, orphan girl	Göte Rudvall, Malmö
Kumari Gamanga, 4, poor tribal girl	Lou Rossling, Malmö
Usharani Digal, 12, poor girl	Carin Linderoth, Malmö
Prasad Kadraka, 11, orphan boy	Björn Larsson, Malmö
Sanjiba Digal, 11, orphan boy	Lena Svärd, Malmö
Sujit Swain, 4, orphan boy	Annika Löfström, Malmö
Bhuban Bidika, 5, boy	Irene Grahn, Helsingborg
Bachaspati Pradhan, 4,5, orphan	Marianne Ström, Nyhamnsläge

These children, except G. Ekstrand's boys, all belong to the Banabasi Seva Samiti Ashram in Baliguda, Orissa. The sponsors send a yearly sum, equivalent to 200 Rs/month to the Ashram to pay for food, lodging and tuition. The Ashram reports back to the sponsors about the children's progress, etc., and sends drawings and other greetings from the children.

It is hoped that the next journey to India will collect another dozen or so of sponsored children.

11. THE PROGRAM FOR ORGANIZATION COOPERATION

The program for organization cooperation consists of four components:
a) Project cooperation with organizations in Sweden;
b) Project cooperation with organizations in Indien;
c) Project cooperation with internationel organs;
d) The Projectet as an intermediator of cooperation betweeen other organisations.

a:1) The project cooperates with the following Non-Governmental Organizations in Sweden:

1. The Student Union of the Malmö School of Education
2. The Education and Development Association
3. The Adult Education Organization "Vuxenskolan"
4. The Malmö-Limhamn and Trelleborg ZONTA clubs

a:2) The project cooperates with the following authorities in Sweden:

1. SIDA (Swedish International Development Agency)
2. SAREC
3. The National Board of Education
4. The National University Board
5. The Malmö School of Education and its various options
6. The University of Lund and various institutes

b:1) The project cooperates with the following Non-Governmental Organizations in India:

1. Banabasi Seva Samiti, Baliguda
2. Council for Cultural Growth and Relations, Cuttack
3. Kalinga-Telugu School Association, Cuttack
4. The Lutheran World Service, Calcutta
5. Medical Workers' Labour Union, Cuttack
6. Oxfam, Bhubaneswar
7. Primary School Development Movement, Cuttack
8. PRRIDE (Professor Radhanath Rath Institute for Development and Education), Bhubaneswar
9. Sisu Bahwan Rama Devi Schools
10. SODA (Society for Development Action), Baripada
11. Sweepers' Labour Union, Cuttack
12. United Artists' Association, Ganjam

All of these, except the LWS, are situated in Orissa.

b:2) The project cooperates with the following Indian authorities:

1. Department of Education and Development, Government of Orissa
2. IIT (Indian Institute of Technology), Delhi
3. Jawaharlal Nehru University, Delhi
4. Regional College of Education, Bhubaneswar
5. SCERT (State Council of Educational Research and Training), Bhubaneswar
6. SIDA, Delhi
7. Swedish Embassy, Delhi
8. Utkal University, Bhubaneswar

c:1) The project cooperates with the following international organizations:

1. Lutheran World Service, Geneve
2. UNDP (United Nations Development Programme), Delhi
3. UNESCO, Paris
4. UNICEF Asia, Delhi
5. Intends to take up cooperation with the Ford Foundation, Delhi

d) The project tries to act as a link between other organizations:

1. Contact with a Swedish Rotary Club is wished by the Midtown Rotary Club in Cuttack

2. Contact is being mediated between Banabasi Seva Samiti and the Lutheran World Service (India)

12. THE RESEARCH PROGRAM

Research-cum-development

The research work that is being planned in connection with the Preschool Development Center and the NFE Teacher Training Center is described under headings 5 and 6 above.

Dissertation

On May 11, 1990, Gudrun Ekstrand defended a thesis named "Children of Culture", written in Swedish with an English summary (Almqvist & Wiksell International, Stockholm, 1990). It deals with child rearing in India (Orissa), 3 regions in Sweden, reindeer herding Lapps and a religious sect known as the Laestadians in northern Sweden. These are known for their love for children, resistance to family planning and stern religious beliefs. The dissertation is the peak of the ten-year comparative studies of the situation of children in different cultures. Besides the dissertation, a large number of international and Swedish reports have been published.

Examination and graduate student supervision in India

L. H. Ekstrand is examiner at IIT i Delhi as well as at Utkal University i Bhubaneswar. During the academic year 1988/89 one thesis from each university was reviewed. L. H.

Ekstrand has given advice to graduate research work for one student at several occasions.

Research activities

Firstly, much material from the ten-year period of comparisons av cultural patterns in child rearing and family conditions remains. This material will be analyzed and reported.

Continued data collection of certain cultural aspects in India and Sweden is going on. Five instruments measuring cultural patterns have been constructed and administered:

1. "Swedish (Indian) patterns of culture I".
2. "Swedish (Indian) patterns of culture II".
3. "How should life be?"
4. "Paired Swedish/Indian choices I".
5. "Paired Swedish/Indian choices II".

Several hundreds of subjects in each country have taken the various instruments. Data treatment and reporting is going on.

The first instrument was developed in Sweden. Subjects were asked to decide what Swedes are like by considering 98 items. Items were built on observations of Swedish behavior patterns. Subjects rate each item on a 5-grade scale. The instrument was translated to English and administered also in India, mainly Orissa and Delhi. Around 250 subjects in each country have taken the instrument. The results were so interesting that a second instrument was constructed. The new instrument of 101 items was built on observations in both India and Sweden, as well as on earlier results. Around 200 person in each country have taken the instrument.

The third instrument is built on existential statements, with a similar response technique. It contains 46 items. Around a hundred subjects in each country have so far taken the instrument.

The fourth instrument is directed towards the situation of children. Statements were taken from interviews conducted in Sweden and India. They were paired so that each item contains one Swedish and one Indian component. Which is which is unknown to the subjects. Results from around a hundred subjects have been published.

The fifth instrument is a somewhat revised version of the fourth instrument, and has been administered to around 150 subjects in each country.

Other Development activities

In the spring of 1988, L. H. Ekstrand visited several of the Lutheran World Service (India) development projects in Orissa and West Bengal.

A major report has been published, in part as a day-to-day diary, in part as an analytical and comparative study (L. H. Ekstrand, 1989a).

D. FINAL WORDS: THE DEVELOPMENT OF PERSONAL CONTACTS, TEACHING ON DEVELOPING COUNTRIES, AND INTERNATIONALIZATION IN SCHOOL AND IN TEACHER TRAINING

The goal of developing teacher training

The project has had a clear impact on the development of teacher traning regarding internationalization, especially with respect to developing countries, at the Malmö School of Education. Hopefully impulses have been given to other institutes through press coverage and publications. The Visiting India Program, the Visiting Sweden Program, the School Practice Program and the Sponsor Program all have engaged a large number of persons, directly as well as indirectly. Especially the travels to India have had far-reaching effects on the participants with respect to atttitudes, insight, involvement and personality development.

Another component is the direct influence on the content of teacher training that is the result of the teaching given, first by Gudrun and L. H. Ekstrand in the various classes they have tought, later also the teaching of participants in the visits to India.

The goal of developing education

The school visits by the Indian visitors and their "minilessons" have had a positive effect. This effect, however, is for natural reasons limited.

A major effect can be foreseen from the involvement of teacher trainees. The ten students from the School of Education who combine practice and work in Orissa from 1 to 3 months during 1990/91, as well as those who have participated in the group journey, will surely be able to conduct a vivid teaching based on first-hand experiences when they enter service in the schools.

Fulfillment of other goals

As is easily seen from the accounts of the 12 programs, all the goals, overriding as well as practical, are so far well fulfilled in the sense that important beginnings have been made. The goals are so wide that a much larger organization, with a very different budget, would be needed to fulfill these goals in a quantitatively important way.

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PROPOSAL

OUTLINE OF PROJECT "CHILDREN IN INDIA"

SUMMARY: An action-oriented development project aiming at 3 major goals: I. The provision of nourishment; the provision of cognitive stimulation; and ensuring a harmonius emotional development in preschool and primary school children; II. Exchange of staff and teacher trainees between India and Sweden; and III. Engaging Swedish and Indian students in the action-oriented project.

BACKGROUND. The project is initiated by the Dept. of Education and Special Teaching at the Malmoe School of Education in collaboration with the Psychology Department at Utkal University and the Regional College of Education in Bhubaneswar. Contact has also been made with the SCERT in Bhubaneswar, and further contacts have been agreed. Various other organizations will be involved in the practical parts of the project. Approval will be sought from the Ministries of Education in India and Orissa. Collaboration will also be sought with UNICEF and UNESCO. The project is part of an umbrella project at Malmoe School of Education, "Children in the Third World", which has recently been preliminary approved by UNESCO during discussions in Paris.

DESCRIPTION OF AIMS AND GOALS. The project will primarily work with disadvantaged children. The aim is to find new ways, and/or refine existing ways of ensuring and combining a) simple but adequate nutrition; b) cognitive stimulation in informal situations, c) adequate methodology in formal education; d) develop and apply ways of ensuring a good mental health and promote a harmonious development in children; e) to promote and preserve advantageous cultural values at risk of being lost. This will be applied to: A. preschool children, and B. primary school children, both categories among groups at risk for undernutrition and/or deficits in cognitive/emotional stimulation.

The project will be particularly focussed on devloping methods and action that are geared into the cultural setting in a way so as to build on existing overt and hidden cultural traits, and also to preserve advantageous traits, and adjust them to unevitable change in a way that as much as possible preserves the original qualities.

EXECUTION

The project will work according to a simple model Planning - Implementation - Evaluation. However, these three steps will be very carefully performed in accordance with methods and especially results from the cross-cultural project Children and Adults, that has been comparing Sweden, India, Lapps and Laestadians. The project will also draw on research and development findings fom similar action-oriented projects that have been carried out in the western world, such as Feuerstein's work in Israel, the Milwaukee project in USA, principles for mediated learning, etc. See enclosed RoD addendum.

The Planning phase will include an analysis of local socio-cultural and physical prerequisites, and perceived needs of participing children, teachers and parents. The Implementation phase will ensure that this analysis is followed and developed, according to the existing resources; and the Evaluation phase will assess the results and modify the methodology. This model will recur every three months or so, in order to monitor a continuous progressive achievement.

Project leader will be prof. L. H. Ekstrand. professor Radanath Rath will be scientific advicer. Dr. Gudrun Ekstrand will be project coordinator. Other staff will be involved as the project is developed.

Pilot groups will be selected from a number of schools and institutions in the state of Orissa, India, according to the attached letters of invitation.

BIODATA IN BRIEF. Professor Radanath Rath took his Ph. D. degree in psychology in London. He started and developed the Centre for Advanced Study of Psychology at the Utkal University in Bhubaneswar. He was subsequently given the award "National Fellow". He is now, after retirement, appointed Honorary Director of this Institute. He has published numerous books and articles on cognitive development ans social psychological factors.

Professor L. H. Ekstrand took his first Ph. D. (then "Licentiate of Philosophy") in Education with Summa cum Laude at the University of Stockholm in 1964. From 1958 to 1966 he worked as research assistant and school psychologist at the Swedish National Board of Education, primarily at the Research and Development Department. In 1966 he joined the Malmö School of Education, which now belongs to the University of Lund. In 1978, he took his second Ph. D. degree in International Education. His primary fields of work have been Bilingualism, Immigrant Adjustment, and Cross-Cultural Compraisons. He has also been involved in Distant Education and other areas within the field of education. His publication list contains more than 120 titles.

ADDENDUM

Research and Development review of exisiting basis for the proposed project.

A large amount of action-oriented and experimental research now exists for the development/rehabilitation of disadvantaged child-ren, or children at risk for deprivation in one or several respects. A very brief listing of some pertinent types of data will be given in the following.

1. Action-oriented research at the Centre for Advanced Study of Psychology at Utkal University, Bhubbaneswar.

At this centre, prof. Radanath RAth and his coworkers have performed a series of projects that will be useful for the present project. Raising the cognitive level of disadvantaged children with simple means of Piaget-based exercises has been reported by Nirlipta Patnaik. Teaching meterials for socially disadvantaged children as well as for tribal children have been produced. Professor Rath, in several volumes, has describbed important variables and conditions for working with socially disadvantaged children.

2. American research on prevcenting cognitive deficits in children-at-risk.

The most successful American program is known under the name of the Milwaukee project (Garber, 19895). In this program, IQ level in disadvantaged children at risk could bbe raised to above-normal, whereas the controls remained at a very low level. The program included a pre-school program and a program for the mothers, as well as testing programs for both categories. The pre-school program began intervention very early, at the age of a few months, and continued until school start. An extensive follow-up study showed that the cognitive gain was permanent, and lasted throughout the school years, although no further stimulation or support was given after the school start.

3. Principles of mediated learning.

A simplistic assumption that an enriched environment is enough to ensure a good development in children has proved erroneous. It is rather the mediation between the children and the environment that is crucial. This mediation takes place in the interaction between parents and other adults and the child, e.g. in ay talk, games and other interaction. It also takes place in pre-school, in school, and other formal settings, and it takes place in a number of informal settings. By disadvantaged conditions we will henceforth mean environment as well as mediating factors. If one or oth types of factors are missing, a risk situation will exist.

The most well-known results in a formal setting are those of prof. R. Feuersten in Israel. He has been able to promote a good cognitive development in already underdeveloped children from disadvantaged situations. A material, called the FEI, the Feuer-stein Enrichment Instruments, has been developed. The material cosists af 15 so-called instruments, each instrument consisting of a large number of exercises. Many of the instruments are designed for illiterate persons, while others are intended for poorly or moderately literate individuals. The instruments may be used for cognitively handicapped children as late as at the

age of 10-12 years, when considerable retardation has already ocurred. The training is confined to a few periods of special teaching per week.

Principles for mediated learning, as well as other types of programs have been, or are being developed by several other researchers, such as Dr. Das in Canada.

4. Research on deprived and enriched environments.

The research on various types of cognitively or emotionally deprived or enriched environmental factors is extensive. With respect to cognitive factors, some projects have already been mentioned. In addition, there is a vast literature, e.g. on the Head Start, Follow Through, etc. programs in the USA, as well as other programs, as reported in an OECD report y Little & Smith (1971).

During the 1960:s, the Rosenzweig group in California could show that an enriched environment for rats produced igger neurones, more glia cells, heavier fibre branching, more enzyme production, bigger cell nuclei, etc. They could eventually demonstrate that a few hours a week might be sufficient, and that impr /e-ment would occur also in individuals that had already been deprived during a considerable time. Later on, Volkmar & Greenbaugh demonstrated differences in fibre branching between different types of environment. Hydén and his coworkers in Sweden have demonstiated how protein patterns on the neurone membrane are formed at learning, and how they are affected by type of environment. Thus the educational findings as described abbove have a solid bioloqical confirmation and basis.

5. Nutrition.

Existing research points to the fact that ill effects of undernutrition may be leviated by subsequent adequate nourisment. Dr. Yussuf Eraj has asserted that those positive effects will not be complete without simultaneous cognitive stimulation. This seems to be a well-founded principle in view of the research reported above.

Thus a very important principle of simultaneous provision of enrichment, mediation and nutrition seems to be established.

6. The principle of parental involvement.

The experiences from the Milwaukee project, as well as from other projects, strongly point to the importance of the parents' active involvement in stimulating the child. For instance, Desmond Cahill in Melbourne, Australia, could demonstrate the importance of the parents speaking to, reading to, etc, English - Italian bilingual children. In fact, both languages improved even if stimulation occurred only in one of the languages.

Also other back-ground factors have been proven of importance in much research, such as the degree of education and literacy in the parents, the occurrence of books, journals and newspapers in the home, the parents engaing their children in various types of activities, etc.

Haavird & Hartman (1977) could demonstrate the importance of the mothers' teaching style. Recently, a vast literature of research on baby talk demonstrates how the adults' conversation with the children affect their linguistic development. Not only

vocabulary, phonology and grammar are learnt, but also turn-taking in a conversation, and other principles of conversational exchange are transmitted.

7. The principle of positive bilingualism.

Indians by the nature of things are, or have to be bilingual. In addition to the first language, be it Orya, Urdu, Telugu or whatever, they have to learn at least some Hindi. Many also have to learn English.

Recent research has demonstrated that bilingualism is linguistically and cognitively stimulating. A research review by Ekstrand (1982) showed that a vast literature on the effects of early blingualism generally demonstrated positive effects only, and virtually no negative effects. Possibly, bilinguals tend to have somewhat longer reaction times in naming objects, and the like, but this seems to be a passing stage, at least seen over a period of one or two decades.

During a brief period between about 1974 and 1984, it was believed that developing the mother tongue would automatically ensure positive cognitive and linguistic development. The idea was launched by Finnish authors, and later taken up by some Canadian researchers. However, it has been found that the theoretical basis for such a view is weak. Rather, the language of the surrounding culture is important, irrespective of the parents'language. Later on, it was found that a monolingual education of imigrant children in their parents'mother tongue was highly detrimental to the children's academic performance, if the language of the new culture was barred in order to protect the mother tongue (Linde, 1986).

Radanath Rath made similar observations regarding tribal children. The longer period that passed until a second language was introduced, the more difficult the transition would be. A tribal child in Orissa should learn at least Orya in addition to his original language, order to cope with his own culture and that of the surrounding majority society.

Thus, for children being exposed to two or more languages, or having to be proficient in two languages at some later stage, should be education in and on two languages as early as possible. See also the Principle of Automatization below.

8. The principle of positive biculturalism.

Indians live in a diversity of cultures. In addition to a large number of varieties of the Hindi cultu re, there is a strong muslim culture, etc.

It has been found in much research that education and stimulation must be adapted to the surrounding culture(s) of the children. In northern Sweden, H. Johansson is working from that assumption. Children who sooner or later have to work in, or at least manage in two or more cultures, should be given a bicultural training from the very beginning, considering the time it takes to firmly establish cultural, cognitive and linguistic patterns.

9. Teacher competency and teacher training.

It is often believed that proper teacher training will solve many educational problems. This is a truth with major modifica-

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tions. Firstly, conventional training may be replaced by a special training, geared to the task at hand. E. g., the Milwaukee project used paraprofessional staff, chosen more on criteria of personality than formal training. Training for the special purposes was provided within the project. Secondly, enthusiasm and flexibility may be worth more than a formal training. In Sweden, when tuition in Swedish was given during the 1950.s and 60.s, teachers were housewifes, retired civil servants, and any other interesterd person. Later, this kind of personnel was replaced by trained teachers. Yet there was a general complaint that skills and methodology were lacking.

The teachers' skill is of great importance, but other aids may be used o support lack of training. Ekstrand (1962) reported a large-scale study of competency in the teaching of English in Swedish primary schools. It was found that hose with academic credits in English achieved a better result than those with a secondary school degree + teacher training, in terms of students' achievement. Worst results were found among students trained by teachers with very poor qualification in English. However, it was found that those of these unqualified teachers who made used of the Radio Sweden's school radio courses in English, performed just as well as the second best qualified teacher group, and almost as well as the academic teacher group. Of course, not only qualifications, but a better intelligence selection in those who acquire a more advanced training may contribute.

In India, teacher training is very diversified, to put it mildly. When visiting schools, and supervising teacher trainees' practice in India, we have found a wide disperson from excellent till very poor and strange performance.

Thus, in some situations it may be better to have paraprofessionals with a moderate degree of schooling, who are flexible and motivated, and are given a specifically destined training. They can further be helped by one or several types of aid:

a) courses and instructions on tape to be used in simple cassette players.

b) radio courses.

c) TV or video courses.

d) computer aided instruction.

All this, of course, is in principle, because some of these aids may be difficult and expensive to develop. However, for in-basket training of special staff, video programs are not at all unthinkable.

10. Automatization and other research on brain parameters.

It has been found (Eccles, 198x) that the cerebellum is performing functions that are involved when a skill is becoming highly automatized, such as cycling, skiing or language. In behavioral research, this is measured by means of reaction times on responding to a stimulus (Mjaiste, 1979). She found that it took German students living in Sweden about 15 years to acquire reaction times that were almost as short as they once were in the mother tongue. However, already after 4-6 years, the impact of the Swedish culture and language were such that reaction times had become longer in German than in Swedish, and much longer than

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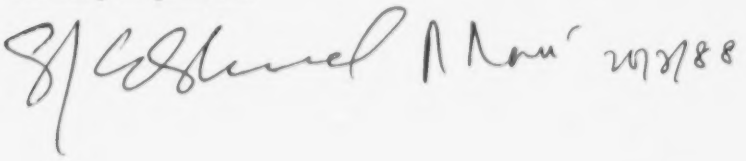
they were on arrival in Sweden. This was in spite of the children attending a German language medium school. Thus, although we now know from much research that learning capacity increases with age, for language and all other cognitive tasks, language learning should start very early in order to become a fluent tool that can be used without much energy being spent.

This seems to be true for almost all skills being learnt that need to become highly automatized, i.e. possible to use with a small amount of effort and without time delay, pauses, interruptions, and the like.

Thus, it is highly desirable that learning and stimulation starts as early as possible.



ISSN 1100-3391